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ABSTRACT

As part of the institutional assessment plan at Florida's Pensacola Junior College (PJC), unit supervisors complete reports on one or more indicators of effectiveness related to 51 goals in 16 functional areas. This handbook provides a guide for completing unit reports for the 1996-97 assessment cycle. Following an introduction describing the purposes of assessment at PJC, the responsibilities of functional area leaders are described and the titles of leaders are provided for each area. Next, lists of personnel are provided in the institutional effectiveness assessment units for academic departments at PJC's four campuses, instructional and support services, and district administrative services. A timetable for the 1996-97 assessment and instructions for completing unit reports are then presented, followed by a list of PJC's 11 strategic goals for the period from 1992-93 to 1997-98. An extensive appendix provides blank and sample assessment report forms and a 1996 report on PJC's goal, objective, and indicator statements. This report includes the college's philosophy and mission statements; a list of strategic goals; and descriptions of the goals, objectives, and indicators in the following 16 function areas: admissions, curricular completion requirements, curriculum, community programs, faculty quality and development, learning resources, instructional support, computer resources, organization and administration, financial resources, physical resources, grants, instructional effectiveness, institutional advancement, institutional research, and student development services. (BCY)

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ED 409 036

PENSACOLA JUNIOR COLLEGE

INSTITUTIONAL EFFECTIVENESS

ASSESSMENT HANDBOOK

1996-1997

YEAR 5

✦ ✦ ✦ **Blue Forms Due October 4, 1996** ✦ ✦ ✦

✦ ✦ ✦ **Yellow Forms Due May 1, 1997** ✦ ✦ ✦

Please Discard All Institutional Effectiveness Assessment Directions, Forms, Lists of Indicators, Etc. from Prior Years.

Pensacola Junior College
Office of Institutional Research and Effectiveness
R-96-701B

(ext. 1848)
MM 8-30-96

JC 970 311

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APPENDIX: "PJC Institutional Effectiveness Assessment Goal, Objective and Indicator Statements, 1996-1997" (R-96-777C); Do not use any earlier editions of this list!. 14

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* Note that the Office of Institutional Research & Effectiveness will supply these forms on disks for your computing pleasure upon request (ext. 1193).

✦ ✦ ✦ ✦ ✦ ✦

INTRODUCTION

This handbook is intended to provide a simple guide for completing the unit reports for PJC's institutional effectiveness assessment for 1996-1997. As in past years the reporting process for each indicator has been reduced to a single page form. This process is for the general improvement of the college, to allow the various parts of the college to report on their good work and productivity, and to comply with the requirements of the Southern Association of Colleges and Schools as expressed in the most current Criteria (Section III).

> The concept of institutional effectiveness is at the heart of the Commission's philosophy of accreditation and is central to institutional programs and operations. It pervades the *Criteria for Accreditation*. This concept presumes that each member institution is engaged in an ongoing quest for quality and can demonstrate how well it fulfills its stated purpose. The quality and effectiveness of education provided by each member institution are major considerations in accreditation decisions. Although evaluation of educational quality and effectiveness is a difficult task requiring careful analysis and professional judgement, each member institution is expected to document quality and effectiveness by employing a comprehensive system of planning and evaluation in all major aspects of the institution.
>
> The Commission advocates no single interpretation of the concept of institutional effectiveness. It does, however, expect each member institution to develop a broad-based system to determine institutional effectiveness appropriate to its own context and purpose, to use the purpose statement as the foundation of planning and evaluation, to employ a variety of assessment methods, and to demonstrate use of the results of the planning and evaluation process for the improvement of both educational programs and support activities. Educational quality will be judged finally by how effectively the institution achieves its established goals.

The purpose of this process is not simply to comply with SACS mandates but to affirm the good work of the College and to improve its effectiveness. The institutional effectiveness process is an opportunity for each unit of the College to demonstrate its own high quality productivity. This is the fifth and final year of the current five-year institutional effectiveness cycle. A new assessment plan and procedures will be developed for the next five-year cycle.

ASSIGNMENTS
1996-1997

Each major functional area has a person who led the process last year for his or her area. The functional area leader this year is again responsible for assigning reporters and insuring that reports are made on time. (See the following page for listing of functional area leaders.) The usual practice is for functional area leaders to delegate these tasks to the various institutional effectiveness units.

1. Each functional area leader must report on each goal in his or her area this year (1996-1997).

2. Each functional area leader must assign for assessment this year (1996-1997) at least <u>two</u> indicators for each goal, provided that the goal has two or more indicators; or a sufficient number of specific indicators to insure that all area indicators will have been assessed within the five-year period.

3. Each functional area leader must plan each annual assignment so that <u>all</u> indicators are assessed at least once within the five-year period (1992-1993 through 1996-1997), including those already reported for 1992-1993 , 1993-1994, 1994-1995 and 1995-1996.

4. Each functional area leader must provide that each reporter he/she designates files a BLUE form for each indicator with the Institutional Research Office by October 4, 1996, and a fully complete YELLOW report form for each indicator by May 1, 1997.

5. In addition, each provost this year must insure that each academic department under his/her supervision will report on the indicators recommended and agreed to by the Department Head Advisory Committee. Each department head should be the reporter for these. The exact indicators for this year will be provided directly to each provost.

6. Use the <u>current</u> list of goal, objective, and indicator statements (R-96-777C). (Academic department heads should consult this list for format and style.) <u>Old indicator lists are now obsolete and should be discarded</u>!

7. If modifications are desired for existing goal, objective and indicator statements on the current list (R-96-777C) please submit a BLUE form on which the current language is written but is overlined (such as: ~~the quick red fox ....~~) and the new language is added but is also underlined (<u>the slow brown cat ....</u>). It may well be that some existing statements are inappropriate and may be totally deleted (by using this process). If significant changes or additions must be made, these must be presented for review and approval either at the President's Council or CASA.

8. "Deferred" assessments do not count. (Deferred goal, objective and indicators were included in the 1992-1993 report, but will <u>not</u> be included in the 1996-1997 report.

FUNCTIONAL AREA LEADERS

The following listings of major functional areas include academic departments and support units for the assignment of reporters.

PENSACOLA JUNIOR COLLEGE
Institutional Effectiveness Assessment
Functional Areas*
vs.
SACS Criteria Sections**

COLLEGE MISSION & STRATEGIC PLAN GOALS (II: Institutional Purpose; III: Institutional Effectiveness; 3.1 Planning & Evaluation)

I. ADMISSIONS (IV: Educational Program; 4.2. Undergraduate Program; 4.1.1. Undergraduate Admission)

Vice President of Student Affairs

II. COMPLETION REQUIREMENTS (IV. Educational Program; 4.2. Undergraduate Program; 4.2.2. Undergraduate Completion Requirements)

Associate Vice President for Educational Services

III. CURRICULUM (IV: Educational Program; 4.2. Undergraduate Program; 4.2.3. Undergraduate Curriculum)

Associate Vice President for Educational Services

IV. COMMUNITY PROGRAMS (IV: Educational Program; 4.6. Continuing Education, Outreach and Service Programs)

Executive Vice President

V. FACULTY (IV: Educational Program; 4.8. Faculty)

Executive Vice President

VI. LEARNING RESOURCES (V: Educational Support Services; 5.1. Library)

Associate Vice President for Educational Services

VII. INSTRUCTIONAL SUPPORT (V: Educational Support Services; 5.2. Instructional Support)

Associate Vice President for Educational Services

VIII. COMPUTER RESOURCES (V: Educational Support Services; 5.3. Information Technology Resources and Systems)

Vice President for Business & Finance

IX. ORGANIZATION & ADMINISTRATION (VI: Administration Processes; 6.1. Organization & Administration)

Vice President for Planning & Administration

X. FINANCIAL RESOURCES (VI: Administrative Processes; 6.3. Financial Resources)

Vice President for Business & Finance

XI. PHYSICAL RESOURCES (VI: Administrative Processes; 6.4. Physical Resources)

Vice President for Planning & Administration

XII. GRANTS (VI: Administrative Processes; 6.5. Externally Fundable Grants & Contracts)

Executive Vice President ***

XIII. INSTRUCTION (IV: Educational Program; 4.2 Undergraduate Program; 4.2.4. Undergraduate Instruction)

Executive Vice President

XIV. INSTITUTIONAL ADVANCEMENT (VI: Administrative Processes; 6.2. Institutional Advancement)

President

XV. INSTITUTIONAL RESEARCH (III: Institutional Effectiveness; 3.3. Institutional Research)

Vice President for Planning & Administration

XVI. STUDENT DEVELOPMENT SERVICES (V: Educational Support Services; 5.4. Student Development Services)

Vice President for Student Affairs

* The leaders of each Functional Area are boxed and are responsible for making indicator reporter assignments.

** New Criteria (1995).

***Please note that the grants function has been decentralized in 1996-1997.

INSTITUTIONAL EFFECTIVENESS ASSESSMENT UNITS
PJC ACADEMIC DEPARTMENTS
1996-1997

Community Campus:

1. **Adult Basic Education Department** - Ms. Iowana Whitman-Tims, Department Head

Milton Campus:

2. **Liberal Arts Department** - Dr. Richard Behnke, Department Head
3. **Natural Resource Studies Department** - Mr. Logan Fink, Department Head

Pensacola Campus:

4. **Business Department** - Ms. Linda Bloom, Department Head
5. **Secondary Education Department** - Dr. James E. Grant, Department Head, Dr. Lanny Barnes, Assistant Department Head
6. **Behavioral Sciences/Human Services Department** - Dr. Dona Cotten, Department Head
7. **English/Communications Department** - Dr. Gaylier Miller, Department Head
8. **History/Languages/Philosophy Department** - Mr. Charles G. Schuler, Department Head
9. **Health and Human Performance Department** - Ms. Theresa Dillon, Department Head
10. **Music/Theater Department** - Mr. Don Snowden, Department Head
11. **Visual Arts Department** - Mr. Allan Peterson, Department Head
12. **Advanced Technology Department** - Mr. Conley Winebarger, Department Head, Mr. Chuck Donahue, Assistant Department Head
13. **Biological Sciences Department** - Mr. James A. Brady, Department Head
14. **Computer Science Department** - Dr. Lister W. Horn, Department Head
15. **Cosmetology Program** - Mr. Lawrence Gardner, Program Coordinator
16. **Mathematics Department** - Dr. Michael Palmer, Department Head
17. **Physical Sciences Department** - Dr. Edwin W. Stout, Department Head
18. **Public Service Careers Program** - Mr. Frank Cornacchione, Director
19. **Developmental Studies** - Ms. Elaine Elledge, Department Head,
20. **Culinary Arts Program** - Mr. Howard Aller, Program Director

Warrington Campus:

21. **Applied Health Technology Department** - Dr. Jane M. Smythe, Department Head
22. **Business, Computer Science & Related Technology Department** - Dr. Aaron James
23. **Math & Science Department** - Ms. Ann E. Webb, Department Head
24. **Liberal Arts**: Mr. Michael W. Gilbert, Department Head
25. **Nursing Department** - Dr. Joan Connell, Department Head; Mrs. Ellen Stanley, Assistant Department Head

R-96-701B(1) By Action of the President's Council

INSTITUTIONAL EFFECTIVENESS ASSESSMENT UNITS:
PJC INSTRUCTIONAL SERVICES AND SUPPORT SERVICES
1996-1997

Instructional Services:

1. **Center for Professional Development** - Ms. Jean Norman, Coordinator
2. **Continuing Education** - Dr. Rebecca Causey, Coordinator
3. **Military Programs** - Mr. David T. Sutton, Coordinator
4. **Staff Development and Inservice** - Dr. Marcia Williams, Director
5. **Vocational Education/SPD** - Dr. Ann P. Southerland, District Dean
6. **Learning Resource Services** - Dr. Lawrence Yax, District Dean
7. **Instructional Technology** - Mr. Denis Campeau, Director
8. **Distance Learning** - Mrs. Katherine Schultz, Director

Student Services:

9. **Student Job Services** - Mr. Laney Hiller, Director
10. **Admissions/Registration** - Dr. James B. Callaway, Director
11. **Financial Aid/Veterans Affairs** - Mr. James R. Mooney, Director
12. **Public Safety** - Ms. Nancy Newland, Director
13. **Recruitment/Retention; Testing, Assessment and Dual Enrollment** - Mr. Ken Trotter, Director
14. **Student Life** - Mr. Peter E. Wilkin, Director
15. **Disabled Student Services/ADA** - Dr. Jim Nickles, Director
16. **Counseling** - Ms. Angela E. McCorvey, Director

INSTITUTIONAL EFFECTIVENESS ASSESSMENT UNITS
PJC DISTRICT ADMINISTRATIVE SERVICES
1996-1997

President's Office:

1. **Institutional Advancement** - Mr. Larry Bracken, Director

Executive Vice President:

2. **Curriculum and Instruction** - Dr. Keith Samuels, Associate Vice President
3. **Athletics** - Dr. Donn Peery, Provost, Community Programs; Director, Athletics
4. **Financial Affairs** - Dr. Rand S. Spiwak, Vice President
5. **Management Information System and Telecommunications** - Ms. Carolyn Phillips, Executive Director

Vice President for District Planning and Administration:

6. **Planning and Administration** - Dr. G. Thomas Delaino, Vice President
7. **Institutional Research and Effectiveness** - Dr. Marshall McLeod, Director
8. **Facilities Planning and Construction** - Mr. Todd Harrington, Director
9. **Maintenance and Plant Operations** - Mr. Thomas Heffernan, Director
10. **Human Resources** - Dr. Gael Frazer, Director
11. **PJC Foundation** - Mrs. Patrice Whitten, Director

Pensacola Provost's Office:

12. **Broadcasting/Television Services** - Mr. Allan A. Pizzato, Station Manager

Timetable and Steps
Institutional Effectiveness Assessment
Report Form
1996-1997

Step 1. By October 4, 1996, using the BLUE Institutional Effectiveness Assessment Report Form write in at #1 the Functional Area for which you are reporting, then at #2 the number of the PJC Strategic Goal under which you want to report your unit's effectiveness.

Select from the master list (see the APPENDIX at page 14) and write-in a Planning Unit Goal at #3 and an Objective at #4 for your unit that directly follow from that Strategic Goal. You may use the same goals and objectives as you used last year (if appropriate) or you may want to develop new goals and objectives. Goals/objectives should relate to key and telling aspects of your unit's productivity for the year. Objectives should relate specifically to the output of your unit rather then its processes, and not the amount of resources consumed. An objective should state specifically what is to be done, by whom and by what date. A goal is a more general statement of what your unit does, or is striving to do.

At #5 describe the Indicator Standard you plan to use for this specific objective. This standard should be quantified (using numerical measures) in some way if possible. It should clearly show how well your objective has been attained. A cut-off or threshold number or percent is suggested to demonstrate attainment. (This can be a sum of items, or percentages, or changes in numbers or percents). In some cases a simple "yes" or "no" may be appropriate for a given standard. *Use a separate report sheet for each Indicator if you plan to report on more than one.*

Significant changes or additions to these goals, objectives or indicators must be presented to either the President's Council or to CASA for discussion and approval.

Please return the completed BLUE form(s) to Institutional Research by October 4, 1996.
I will record each and contact you if there is any problem.

Step 2. By May 1, 1997: Using the YELLOW Institutional Effectiveness Assessment Report Form, write in the information you previously submitted on the Blue form.

You should at #6, record the indicator data you have developed for your objective and note if your standard was achieved. Please keep in mind that this process is not intended to be judgmental but to document the key productivity factors of your unit and to help identify areas for future development.

Briefly describe at #7, how you collected these data and cite any formal sources such as other reports or publications.

And at #8, write how your unit used or plans to use the information you generated in this process.

Please then return all fully-completed YELLOW forms to Institutional Research with any attachments by May 1, 1997. *Attachments should normally not exceed six pages.*

Your report will be used to generate a general report for the college which should be available in mid-August 1997. *Your form will be reproduced as a part of this report, so neatness does count.*

Please try to focus your objectives and indicators on the key aspects of the operation of your unit that best describe the quality and/or quantity of your main output. You should ask: " What best describes the main productivity of my unit?" Avoid using input data or process measures if possible. This is an excellent opportunity to highlight what your unit does well.

Marshall McLeod, Director
Institutional Research and Effectiveness
(ext. 1848)

PENSACOLA JUNIOR COLLEGE
STRATEGIC GOALS
(1992/93-1997-98)

1. To improve each student's academic development, and achievement from point of initial contact through completion of each individual's educational goal(s).

2. To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a College-wide basis.

3. To improve educational programs in order to enhance educational excellence.

4. To improve community relationships by continuing to serve educational, cultural, and recreational needs of the citizens of the district.

5. To improve communication with internal constituencies.

6. To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address College issues. This includes improving planning data and institutional research to support the shared management initiative.

7. To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel, and facilities.

8. To improve salaries, fringe benefits, recruiting and selection, working conditions, professional development, and career mobility of the institution's human resources.

9. To improve student services and student support activities which assist in meeting the social, cultural, career development and recreational needs of each individual student.

10. To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district.

11. To Strengthen the utilization of technology to support contemporary standards and future applications in academic computing technologies, administrative computing systems, and educational telecommunications.

Approved by the
PJC Board of Trustees
August 31, 1994

Pensacola Junior College

Institutional Effectiveness Assessment Report Form

Academic Year: 1996-1997 Reporter: _____ Ext. No. _____

1. Functional Area:	No. _____
2. Pensacola Junior College Strategic Goal	No. _____
3. Planning Unit Goal:	No. _____
4. Objective:	No. _____
5. Indicator Standard:	No. _____

6. Compliance Data:

Was the standard achieved? Yes: ☐ No: ☐

7. Data Collection Procedures:

Citation:

8. Planned Use:

(Attach additional pages if necessary) 8-30-96

14

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Instructions
Institutional Effectiveness
Assessment Report Form

Please complete a separate sheet for each unit objective.

The BLUE form is the preliminary record of items(#1-5) you plan to report this year.

The YELLOW form is the final report on which all information is reported (items # 1-8).

"Academic Year"	The report year (provided).
"Reporter"	The person responsible for this report and his or her PJC extension number (this will be provided).
1. "Functional Area" (Blue & Yellow Forms)	The name of your planning unit (this will be provided).
2. "Strategic Goal" (Blue & Yellow Forms)	Select one relevant goal from the list of current PJC Strategic Goals and write-in its number (it is not necessary to write-in the whole goal statement).
3. "Planning Unit Goal" (Blue & Yellow Forms)	Write in what is to be done generally for a key part of your work. You may want to place here the goal developed for you by the Institutional Effectiveness Taskforce or you may want to develop a new goal.* (If you use an old goal use the old goal number; if a new goal, a goal number will be assigned.)
4. "Objective" (Blue & Yellow Forms)	Write what is to be specifically accomplished in your unit respective of this Planning Unit Goal. If possible it should be some key unit of production of your unit which is telling of its performance. If possible this should be quantifiable. You will probably select this from the Institutional Effectiveness Taskforce list or you may want to develop a new objective.* (If it is an existing objective use that number; if a new objective, a new number will be assigned.)
5. "Indicator Standard" (Blue & Yellow Forms)	This should be the measure by which you demonstrate that your objective has been accomplished. If possible it should be a specific measure of quantity (a count of something) or proportion (percentage); though positive or negative ("yes" or "no") standards are acceptable. If this is an existing indicator it should retain its old number; if not, a new number will be assigned for a new indicator.)
6. "Compliance Data" (Yellow Forms Only)	Briefly describe the key findings of your assessment. Be sure to show your specific indicator data. You may refer here to any attached data (though attachments should be kept to no more then a half dozen pages). Check in the appropriate box if the indicator was in fact accomplished according to the specific standard.
7. "Data Collection Procedures" (Yellow Forms Only)	Briefly describe the methods used in obtaining the data reported in item #6. (Note any formal source citation if appropriate.)
8. "Planned Use" (Yellow Form Only)	Briefly describe how your unit plans to use these data in its operation.

Please return the completed BLUE or YELLOW form to the PJC Office of Institutional Research and Effectiveness by the time indicated. This is done twice: first to declare the goals and objectives (BLUE form) and second to finally report the data (YELLOW form). * All such changes must be reviewed and approved by the President's Council or CASA.

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Pensacola Junior College

Institutional Effectiveness Assessment Report Form

Academic Year: 1996-1997 Reporter: _____ Ext. No. _____

1. Functional Area:	No. _____
2. Pensacola Junior College Strategic Goal	No. _____
3. Planning Unit Goal:	No. _____
4. Objective:	No. _____
5. Indicator Standard:	No. _____

6. Compliance Data:

Was the standard achieved? Yes: ☐ No. ☐

7. Data Collection Procedures:

Citation:

8. Planned Use:

(Attach additional pages if necessary) 8-30-96

Instructions
Institutional Effectiveness
Assessment Report Form

Please complete a separate sheet for each unit objective.

The BLUE form is the preliminary record of items(#1-5) you plan to report this year.

The YELLOW form is the final report on which all information is reported (items # 1-8).

"Academic Year"	The report year (provided).
"Reporter"	The person responsible for this report and his or her PJC extension number (this will be provided).
1. "Functional Area" (Blue & Yellow Forms)	The name of your planning unit (this will be provided).
2. "Strategic Goal" (Blue & Yellow Forms)	Select one relevant goal from the list of current PJC Strategic Goals and write-in its number (it is not necessary to write-in the whole goal statement).
3. "Planning Unit Goal" (Blue & Yellow Forms)	Write in what is to be done generally for a key part of your work. You may want to place here the goal developed for you by the Institutional Effectiveness Taskforce or you may want to develop a new goal.* (If you use an old goal use the old goal number: if a new goal, a goal number will be assigned.)
4. "Objective" (Blue & Yellow Forms)	Write what is to be specifically accomplished in your unit respective of this Planning Unit Goal. If possible it should be some key unit of production of your unit which is telling of its performance. If possible this should be quantifiable. You will probably select this from the Institutional Effectiveness Taskforce list or you may want to develop a new objective.* (If it is an existing objective use that number: if a new objective, a new number will be assigned.)
5. "Indicator Standard" (Blue & Yellow Forms)	This should be the measure by which you demonstrate that your objective has been accomplished. If possible it should be a specific measure of quantity (a count of something) or proportion (percentage); though positive or negative ("yes" or "no") standards are acceptable. If this is an existing indicator it should retain its old number: if not, a new number will be assigned for a new indicator.)
6. "Compliance Data" (Yellow Forms Only)	Briefly describe the key findings of your assessment. Be sure to show your specific indicator data. You may refer here to any attached data (though attachments should be kept to no more then a half dozen pages). Check in the appropriate box if the indicator was in fact accomplished according to the specific standard.
7. "Data Collection Procedures" (Yellow Forms Only)	Briefly describe the methods used in obtaining the data reported in item #6. (Note any formal source citation if appropriate.)
8. "Planned Use" (Yellow Form Only)	Briefly describe how your unit plans to use these data in its operation.

Please return the completed BLUE or YELLOW form to the PJC Office of Institutional Research and Effectiveness by the time indicated. This is done twice: first to declare the goals and objectives (BLUE form) and second to finally report the data (YELLOW form). * All such changes must be reviewed and approved by the President's Council or CASA.

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Pensacola Junior College

[A Good Example from the Past]

Institutional Effectiveness Assessment Report Form

Academic Year: 1993-1994 **Reporter:** A. Southerland **Ext. No.** 1764

1. Functional Area: CURRICULUM No. 3
[This is to report on a college wide function.]

2. Pensacola Junior College Strategic Goal No. I.
[This strategic goal is not written here, just the number. In this case, it is in student academic development.]

3. Planning Unit Goal: No. A.
"Offer educational opportunities that are occupationally oriented and lead to being successfully employed in a semi-professional or skilled position at the end of the program of instruction." [This goal describes generally what the college wants to accomplish.]

4. Objective: No. 1
" Provide a vocational curriculum especially designed to teach the skills necessary for immediate entry into the workplace."
[Who? Where? When?]

5. Indicator Standard: No. b
"All programs requiring licensure examinations will have a passing rate of at least 90%."
[Note that the indicator is a percent; a quantification.]

6. Compliance Data:
"Thirteen programs offered at the college require licensure examinations for entry into the work force. Four of the programs did not achieve the objective of a 90 percent passing rate. However the mean percent passing for all programs was 90.7%."

Was the standard achieved? Yes: ✖ **No.** ☐

7. Data Collection Procedures:
"Contact was made with each department and official copy of report was requested."

Citation: [If there is a formal report, reference it here.]

8. Planned Use:
"Passing rates will be reviewed as a part of the program review process. Steps to improve passing rates will be determined and implemented. Continued monitoring of passing rates will take place as evaluation of efforts."
[If you have already made use of the data, say so.]

(Attach additional pages if necessary) **8-1-94**

A P P E N D I X

Master List of PJC Institutional Effectiveness Goal, Objective & Indicator Statements (R-96-777C)

Discard all previous lists.

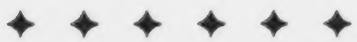
If you do not do so we will all be confused, especially when we try to tabulate the summary report this year and when we make the final indicator assessment count.

PJC

Institutional Effectiveness Assessment

Goal, Objective and Indicator Statements *

1996



These are the statements to be used in the fifth assessment in 1996-1997. Revision is now current through August 30, 1996.

CHANGES MUST BE SUBMITTED TO THE INSTITUTIONAL EFFECTIVENESS OFFICE FOR REVIEW AND APPROVAL BY CASA/PRESIDENT'S COUNCIL.

*"The White Book"

R-96-777C

MM 8-30-96

Introduction: Pensacola Junior College in the fall of 1996 begins its fifth cycle of formal institutional effectiveness assessment. Accordingly, an updated set of functional area, goal, objective and indicator statements is required.

This document is intended for use in the 1996-1997 institutional assessment process only. It is based on the statements generated by the PJC Institutional Effectiveness Taskforce and its subcommittees in 1992 and 1993. Over the past four years, various units of the College have requested revisions and additions to these original statements and these have been approved by CASA or the President's Council.

This document ("The White Book") includes in addition to the revised statements: (1) an index which keys the functional areas to the new SACS criteria areas, (2) the PJC statements of mission and philosophy, and (3) the PJC strategic plan goals. (Note that each functional area is cross-indexed at the beginning with one or more PJC strategic plan goals.)

If further modification of any of these documents for the 1996-1997 assessment year is needed, any desired change should be submitted to the Office for Institutional Research and Effectiveness, which will present the proposed change to the President's Council or to CASA for review and approval.

Each year the Department Head advisory Committee selects specific indicators to be reported by all academic departments. Individual academic departments may chose additional indicators for assessment each year. Academic department heads will be advised by the committee of this year's selections.

I - N - D - E - X

PENSACOLA JUNIOR COLLEGE
Institutional Effectiveness Assessment
Functional Areas
with
SACS Criteria Sections
In Parentheses
1996-1997

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* Criteria for Accreditation; SACS, Approved December 1994, Modified December 1994; 9th Ed., 1st Printing (1995).

PHILOSOPHY AND MISSION
OF
PENSACOLA JUNIOR COLLEGE

Philosophy

Pensacola Junior College is a student-centered, comprehensive community college dedicated to providing educational opportunities that develop the personal, academic, career, and aesthetic capabilities of individuals so that they may achieve self-fulfillment and participate fully and positively in a democratic society.

Furthermore, the College promotes lifelong learning to meet the challenges of a changing world, strives for equity in access and in the learning process for each individual regardless of race, sex, religion, age, or disability, and provides quality educational programs and services that embrace high academic standards. Being accountable to its citizens, the College exercises fiscal responsibility manifested by offering services and programs at the lowest possible cost to support the concept of an open door institution.

Pensacola Junior College, as a comprehensive community college, must be many things to many people and must serve the diverse needs of the community now and into an increasingly complex world of the future.

Mission

The mission of Pensacola Junior College is to provide educational opportunities to meet the diverse requirements of all students in preparing for, and continuing with, lifetime education in career training and intellectual fulfillment. College credit courses and Associate of Arts degree programs at the freshman and sophomore levels prepare students for entry at the university junior level.

Associate of Science degree programs and vocational certificate programs are offered to students in technical areas to train for career entry and for limited transfer opportunities. Community services, courses, and programs in continuing education supply individuals and groups with particular needs and interests, whether credit or non-credit, as a lifelong learning endeavor.

The College serves those students not prepared to enter college level programs by providing adult basic programs, developmental programs, and adult high school programs. The economic development of the service area is supported through training and retraining activities in an attempt to attract new industry and expand existing industry. Finally, the College fulfills a commitment to serve as a center for cultural, recreational, leisure, health, and athletic activities for the enrichment of the students and citizens of Escambia and Santa Rosa counties.

STRATEGIC GOALS
(1992/93 - 1997/98)

During the next five-year period, the theme for strategic planning at Pensacola Junior College is the continuous improvement of the College by illustrating substantial progress toward fulfilling the following strategic goals:

1. To improve each student's academic development and achievement from point of initial contact through completion of each individual's educational goal(s).

2. To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a College-wide basis.

3. To improve educational programs in order to enhance educational excellence.

4. To improve community relationships by continuing to serve educational, cultural, and recreational needs of the citizens of the district.

5. To improve communication with internal constituencies.

6. To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address College issues. This includes improving planning data and institutional research to support the shared management initiative.

7. To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel, and facilities.

8. To improve salaries, fringe benefits, recruiting and selection, working conditions, professional development, and career mobility of the institution's human resources.

9. To improve student services and student support activities which assist in meeting the social, cultural, career development, and recreational needs of each individual student.

10. To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district.

11. To strengthen the utilization of technology to support contemporary standards and future applications in academic computing technologies, administrative computing systems, and educational telecommunications.

ADMISSIONS I.
(Strategic Goal 9)

GOAL A. Develop an admission, registration, and records system that supports the institution's commitment to student services.

OBJECTIVE 1. Establish and maintain admission policies that meet State and local guidelines.

INDICATOR a. Annual review of policies will result in modifications of our policies to conform to State and local changes. Changes will be reported to the Board of Trustees.

INDICATOR b. Modify Transient Student requirements to improve admission procedures. Students will complete admission and registration in a single trip to campus if registration is being conducted.

INDICATOR c. Improve residence change procedures. Contact eligible students in advance of the beginning of registration to inform of the necessary requirements.

INDICATOR d. Improve quality of admission guidelines to maintain enrollments in special categories (Special, Early Admission, etc.) which are consistent throughout the district. (Approved at CASA 4-18-94.)

OBJECTIVE 2. Develop and implement registration procedures that are user friendly and support student services.

INDICATOR a. Reduce the time between class schedule development and the printing of the schedule booklet by two weeks. This will improve the accuracy of the document and better serve the students.

INDICATOR b. Develop a Standard of Academic Progress that is understandable and useable by all advisors and students.

INDICATOR c. Offer alternative methods of registration to enable the College to focus more attention on new students rather than on returning students. Any new approach will be evaluated and supported by at least 50% of the students who used the system. (Approved at CASA 4-18-94)

OBJECTIVE 3. Facilitate the processes of input, storage, and retrieval of academic records.

INDICATOR a. Alternative methods of maintaining student records will be explored with the objective being to improve our present system.

INDICATOR b. All transactions regarding a student's record will be processed within a three-day period of its receipt or request.

GOAL B. Recruit and retain persons whose interests and capabilities are consistent with the College Mission Statement.

OBJECTIVE 1. Develop and implement effective marketing and student recruitment strategies.

INDICATOR a. New student contacts, which result in enrollment, will increase by 2% each year until 25% is needed. (Approved at CASA, 12-6-94).

OBJECTIVE 2. Develop and implement effective student retention strategies.

INDICATOR a. Total retention [of degree seeking students (the total percentage who have graduated or are still enrolled)] will increase by 1% annually until 80% is attained. (Revised at CASA, 12-6-94).

OBJECTIVE 3. Concentrate recruitment efforts to attract students from feeder high schools including PJC Adult High, and non-traditional populations.

INDICATOR a. First time enrollments increase from feeder high schools which previously should decline in the number of graduates attending PJC will improve. (Revised at CASA, 12-6-94).

INDICATOR b. The percentage of the adult market (ages 30-60) enrollment improves relative to the general population of the college. (Approved at CASA, 12-6-94).

OBJECTIVE 4. Concentrate minority recruitment efforts to achieve enrollment at least proportional to the minority population of Escambia and Santa Rosa Counties.

INDICATOR a. The percent of minority enrollment improves relative to the percent of the general minority population in Escambia and Santa Rosa Counties. (Revised at CASA 12-6-94).

GOAL C. Administer and coordinate comprehensive testing services that meet student needs and are in accordance with College and State regulations. (Was GOAL E.)

OBJECTIVE 1. Ensure that students meet the testing requirements for College/program admission. (Approved at CASA 4-11-94.)

INDICATOR a. No less than 90% of newly enrolled PJC Students are correctly placed in English, reading and mathematics courses. (Approved at CASA 4-11-94.)

OBJECTIVE 2. Providing computerized adaptive assessment strategies to meet the assessment needs of entry and exit level students. (Approved at CASA 4-11-94.)

INDICATOR a. Institutional assessment data compiled over a three-year time frame on students taking the College Level Academic Skills retest and the Florida entry placement test indicate an 80% student utilization of the computerized version of the tests. (Approved at CASA 4-18-94.)

COMPLETION REQUIREMENTS II.
(Strategic Goals 1, 2, 11)

GOAL A. Establish curricular completion requirements for awards, certificates, and degrees which comply with the requirements of state and other governing bodies and are consistent with the institutional mission.

OBJECTIVE 1. Ensure that requirements for each degree, certificate, and award are clearly defined by program in the college catalog.

INDICATOR a. An annual student survey shows that 70% of students are aware of 70% of the completion requirements.

OBJECTIVE 2. Ensure that all graduating students comply with unique institutional or state curricular completion requirements.

INDICATOR a. A sample of 60 graduating students is reviewed annually to determine that unique institutional or state curricular requirements have been met.

GOAL B. Comply with state-mandated competency level completion requirements measured through standardized instruments (CLAST, placement testing, TABE).

OBJECTIVE 1. Determine that competency level completion requirements for all students tested (CLAST, placement and TABE) meet state and/or institutional requirements.

INDICATOR a. Seventy-six percent of PJC students pass the CLAST.

INDICATOR b. The average passing rate of PJC students exceeds the state's community college average passing rate by 4%.

OBJECTIVE 2. Ensure that graduating students receiving awards, certificates, or degrees meet state and institutionally established competency levels.

INDICATOR a. An annual review of a random sample of 60 graduating students demonstrates that remediation required by CLAST, placement testing, or TABE scores have been implemented.

CURRICULUM III.
(Strategic Goals 1, 2, 11)

GOAL A. Provide a comprehensive and effective two-year undergraduate transfer curriculum.

OBJECTIVE 1. Maintain an A.A. transfer curriculum that will provide a sufficient foundation for successful completion of more advanced courses at a four-year institution and ultimate completion of a baccalaureate degree.

INDICATOR a. Associate of Arts degree graduates and those transferring to Florida institutions will have GPA's equaling or exceeding the average GPA's of native students and all other community college students.

INDICATOR b. Students transferring to Florida institutions will have all of their courses accepted as transfer credit.

INDICATOR c. Students completing the two-year course of study leading toward transfer to a four-year college in a particular field will have a success rate in their first year major courses equal to that of native students.

INDICATOR d. The acceptance rate of A.A. degree graduates into upper division schools at Florida institutions will be no less than that for native students.

INDICATOR e. A survey of A.A. degree graduate alumni shows a 70% "A" and "B" rate of satisfaction of the PJC curriculum.

OBJECTIVE 2. Provide an orderly, identifiable sequence of courses, with a basic core of general education, leading to an A.A. degree in each area of concentration offered by PJC.

INDICATOR a. Every five years a sample of A.A. degree graduating students will be administered a battery of standardized tests measuring academic skills acquired through undergraduate general education courses. PJC students will score no lower than the national average.

INDICATOR b. Prerequisite courses will predict success at the 70% level.

INDICATOR c. The curriculum of every program area will be reviewed every five years with recommendations to be addressed within one year.

INDICATOR d. A student survey shows a 70% rate of understanding and satisfaction with the sequence of courses leading to an A.A. degree.

INDICATOR e. A random sample of 30 graduating students is used to obtain anecdotal data related to the oral communication requirement. The data will indicate that all students are successfully completing this requirement.

GOAL B. Offer educational opportunities that are occupationally oriented and lead to being successfully employed in a semi-professional or skilled position at the end of the program of instruction.

OBJECTIVE 1. Provide a vocational curriculum specifically designed to teach the skills necessary for immediate entry into the workplace.

INDICATOR a. All vocational programs will have at least a placement rate of 70%. Seventy-five percent will have a placement rate of 80% or above.

INDICATOR b. All programs requiring licensure examinations will have a passing rate of at least 90%.

INDICATOR c. An employer survey will show a 70% "A" and "B" satisfaction rate with PJC graduate employees.

INDICATOR d. A survey of vocational alumni will show a 70% satisfaction rate with their PJC program of study.

INDICATOR e. Seventy-five percent of the students admitted to each limited access vocational program graduate from that program.

OBJECTIVE 2. Provide an orderly, identifiable sequence of courses, with a basic core of general education, leading to an A.S. degree or certificate in each vocational program offered at PJC.

INDICATOR a.	A review of the A.S. Degree Vocational Programs section of the Catalog will indicate that general education support courses are appropriately placed in the course sequencing to serve as foundation for achievement of the academic skills needed for successful completion of the core courses. (Revised at CASA 11-7-95.)
INDICATOR b.	Prerequisite courses will predict success at the 70% level.
INDICATOR c.	Curriculum in each program area will be reviewed every five years with recommendations to be addressed within one year.
INDICATOR d.	A student survey shows a 70% rate of understanding and satisfaction with the sequence of courses in their program.
INDICATOR e.	A random sample of 30 graduating vocational students is used to obtain anecdotal data related to the oral communication requirement. The data will indicate that all students are successfully completing this requirement.

COMMUNITY PROGRAMS IV.
(Strategic Goal 4)

GOAL A. Provide Escambia County with an effective secondary education program through Adult High School.

OBJECTIVE 1. Assist students who drop out of the traditional public schools with enrollment in the Adult High School.

INDICATOR a. Fifty percent of students who drop out of the Escambia County schools are enrolled in the PJC Adult High.

OBJECTIVE 2. Provide an effective high school curriculum.

INDICATOR a. Ninety percent of graduating students who articulate to PJC in college courses score the minimum or above on the placement test for college English, reading, and arithmetic.

INDICATOR b. PJC Adult High School graduates transferring to the PJC college program will have an average GPA at least equal to the average PJC GPA.

INDICATOR c. Eighty percent pass the SSAT on the first attempt.

OBJECTIVE 3. Provide effective instruction.

INDICATOR a. Seventy percent of students in each course receive a passing grade.

INDICATOR b. Seventy percent of students are successful in sequential courses.

INDICATOR c. All faculty receive at least a 70% average "A" and "B" rating on the student evaluation.

INDICATOR d. The number of graduates in the Adult High School increases at a rate faster than the rate of enrollment growth.

INDICATOR e. Surveys of graduating students and alumni show at least a 70% average "A" and "B" rating.

OBJECTIVE 4. Provide an orderly, identifiable sequence of course, with a basic core of general education, leading to an A.S. degree or certificate in each vocational program offered at PJC.

GOAL B. Provide Escambia County with an effective adult general education program through Adult Basic Education.

OBJECTIVE 1. Establish teaching sites for persons needing remedial assistance in adult basic education.

INDICATOR a. The number of students served in literacy and adult basic education programs increases by 10% each year.

INDICATOR b. Adult education classes will be established at appropriate sites requesting instruction and meeting minimum enrollment standards. (Approved at CASA 5-3-94.)

OBJECTIVE 2. Retain students who progress from ABE Level I to ABE Level II to the GED Level.

INDICATOR a. The percent of students progressing from one level to another will increase annually. (Revised at CASA 11-7-95.)

OBJECTIVE 3. Provide effective instruction.

INDICATOR a. Seventy percent (70%) of Pensacola Junior College students taking the GED exams will obtain a passing score. (Revised at CASA 11-7-95.)

*INDICATOR b.

INDICATOR c. Seventy percent (70%) of faculty will receive "A" and "B" ratings on related, pertinent questions on the student evaluation of faculty. (Revised at CASA 11-7-95.)

INDICATOR d. A seventy percent (70%) rate of approval of the quality of the ABE/GED instructional program will be shown by students and alumni who complete the ABE Department's

annual Student Satisfaction Survey. (Revised at CASA 11-7-95.)

INDICATOR e. Seventy percent (70%) of GED graduates who enroll in PJC postsecondary classes will maintain academic eligibility at the end of each term of enrollment. (Revised by CASA 11-7-95.)

GOAL C. Offer high quality college credit courses by correspondence and campus of the air to students as an alternative.

OBJECTIVE 1. Advertise the availability of correspondence and campus of the air courses to students who wish to increase their occupational, professional and intellectual knowledge, and skills at home.

INDICATOR a. The rate of change of enrollment in correspondence and campus of the air courses is at least equal to that of regular classroom courses.

OBJECTIVE 2. (Deleted at President's Council, 4-10-95).

INDICATOR a. (Deleted at President's Council, 4-10-95).

OBJECTIVE 3. Ensure that completion rates in correspondence and campus of the air courses remain at an optimal level.

INDICATOR a. At least 50% complete courses within 16 weeks.

OBJECTIVE 4. Ensure that instruction offered through correspondence or campus of the air meets the standards required by PJC on-campus courses.

INDICATOR a. All courses receive at least a 70% average "A" and "B" rating.

INDICATOR b. A survey of students who have completed correspondence and campus of the air courses shows at least a 70% average "A" and "B" rating.

GOAL D. Provide the district community with quality professional development, lifelong learning, and recreation and leisure courses through the Division of Continuing Education.

OBJECTIVE 1. Meet with professional groups, occupational groups, and senior citizens to apprise them of the community services that could be provided by the Community Campus.

INDICATOR a. The number of students served in lifelong learning, recreational and leisure activities, and professional development each increase by 5% annually.

INDICATOR b. An annual survey of affected groups shows an average rating of 70% "A" and "B" responses.

GOAL E. To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district. (Approved at CASA 12-16-94.)

OBJECTIVE 1. Develop a district-wide communication plan to enhance and improve information exchange with business and industry; beginning December, 1993. (Approved at CASA 12-16-94.)

INDICATOR a. Develop a district-wide brochure to raise awareness of ways PJC provides workforce training. (Approved at CASA 12-16-94.)

GOAL F. To extend the educational outreach of the college utilizing technology. (Approved 12-6-97.)

OBJECTIVE 1. Establish an educational cable channel within Escambia County over the Cox Communication cable system. (Approved 12-6-97.)

INDICATOR a. Construction of the college channel will be 50% completed by May of 1996, with total completion and fully operational by July of 1996. (Approved 12-6-97.)

FACULTY V.
(Strategic Goal 8)

GOAL A. Support the selection of competent, qualified faculty.

OBJECTIVE 1. Ensure that faculty members are hired according to established guidelines and published qualifications.

INDICATOR a. Surveys of selection committee members show a 70% "A" and "B" rating of the selection process.

INDICATOR b. Periodic reviews by the Human Resources Coordinator of Records will show that official transcripts and other appropriate documents are filed upon receipt in the individual faculty member's human resources record. (5-31-94 CASA revision.)

OBJECTIVE 2. Ensure that all instructional faculty have the appropriate education or training required.

INDICATOR a. The percentage of doctoral and master's degrees is no less than the previous year.

INDICATOR b. All full-time faculty members will be fully qualified in accordance with SACS Criteria (President's Council, 12-6-94).

OBJECTIVE 3. Ensure that the number and quality of part-time faculty members meet the needs of the students and the institution.

INDICATOR a. All part-time (adjunct) faculty members will be fully qualified in accordance with SACS Criteria (President's Council, 12-6-94).

GOAL B. Provide opportunity, structure, and incentive for professional development.

OBJECTIVE 1. Ensure that faculty members are given the opportunity for professional growth and development throughout their careers.

INDICATOR a. A survey of faculty members shows the following:

(1) A 90% "A" and "B" rating of the professional development process.

(2) Professional development plans are reviewed annually.

(3) Professional development plans are completed on time.

OBJECTIVE 2. Ensure that faculty members are given the opportunity to participate in committees designed to improve the educational programs of the college.

INDICATOR a. The percentage of faculty participating does not decrease from one year to the next.

OBJECTIVE 3. Ensure that faculty members are evaluated periodically according to specific published criteria.

INDICATOR a. A faculty survey shows that all faculty are evaluated by students and department heads annually.

GOAL C. Provide conditions that will ensure the retention of qualified competent faculty.

OBJECTIVE 1. Ensure that faculty salaries and benefits are adequate to attract and retain qualified faculty members.

INDICATOR a. The starting average daily salary rate of PJC faculty members increases at a rate greater than the salaries of similar educational positions in the two-county area.

INDICATOR b. Faculty salaries increase at a rate no less than the cost-of-living increases.

INDICATOR c. Adjunct salaries increase at a rate greater than comparable positions in the two-county area.

INDICATOR d. Faculty attrition does not exceed 5%, excluding reduction in force measures and reorganization.

OBJECTIVE 2. Ensure that faculty members are guaranteed the academic freedom necessary for effective education.

INDICATOR a. A faculty survey shows a 90% "A" and "B" response on perception of academic freedom.

OBJECTIVE 3. Ensure that the number of faculty members is sufficient to meet institutional needs and guarantee reasonable faculty workloads.

INDICATOR a. A random sample of 60 full-time faculty members indicates adherence to the established workload formula.

LEARNING RESOURCES VI.
(Strategic Goal 9)

GOAL A. Provide organized and readily accessible collections of print, audiovisual, and machine readable materials needed to meet institutional, instructional, and individual needs of PJC students and faculty as recommended in the ACRL/AECT National Standards.

OBJECTIVE 1. Provide and maintain current technology and equipment necessary to utilize the expanding variety of informational and instructional formats that are currently available and that will become available in the future.

INDICATOR a. Eighty percent of all equipment is fully functional.

INDICATOR b. Evaluation surveys show at least a 70% "A" and "B" rating.

OBJECTIVE 2. Utilize available technologies in order to provide bibliographic access to institutional, regional, national, and international sources of information.

INDICATOR a. Evaluation surveys conducted every two years show at least a 70% "A" and "B" rating.

OBJECTIVE 3. Participate in regional, state, and national efforts toward interlibrary cooperation in order to share available resources and to facilitate the retrieval and transmission of needed information and materials.

INDICATOR a. A faculty survey addressing the interlibrary loan process receives at least a 70% "A" and "B" rating.

OBJECTIVE 4. Provide an adequate collection of current books, serials and reference materials to support curriculum requirements of the college.

INDICATOR a. Book and serial collections meet National Standards.

INDICATOR b. Circulation statistics increase at a rate at least equal to the rate of enrollment growth.

INDICATOR c. Annual faculty and student surveys show a 70% "A" and "B" rating of collection adequacy.

OBJECTIVE 5. Maintain quality learning resources programs.

INDICATOR a. The quality of services and learning resources materials meet National Standards.

INDICATOR b. The effectiveness of each of the following is annually evaluated by student, faculty and/or LRC staff: LRC tours, brochures and handouts, information videos, library course. Each area receives at least a 70% "A" and "B" rating.

INDICATOR c. Student and faculty surveys receive at least a 70% "A" and "B" rating.

GOAL B. Provide a qualified staff which is concerned and involved in serving the educational needs of students, faculty, and community.

OBJECTIVE 1. Provide adequate professional and support staff in order to meet the service requirements of faculty and students.

INDICATOR a. Staffing configurations meet National Standards.

INDICATOR b. Student and faculty surveys show at least a 70% "A" and "B" rating.

OBJECTIVE 2. Provide developmental services and programs to meet student needs when using learning resource materials.

INDICATOR a. Student and faculty surveys show at least a 70% "A" and "B" rating.

OBJECTIVE 3. Effective professional development activities are provided.

INDICATOR a. A survey of LRC staff shows a 70% "A" and "B" rating of professional development activities.

GOAL C. Provide appropriate learning resource services to the community.

OBJECTIVE 1. Extend borrowing, browsing, and reference services to local citizens, private industry, and community organizations.

INDICATOR a. A survey of a sample of community users shows a 70% "A" and "B" rating of LRC services. (This was formerly INDICATOR b.)

INSTRUCTIONAL SUPPORT VII.
(Strategic Goals 1, 7, 9)

GOAL A. Provide facilities which support the delivery of instruction by faculty.

OBJECTIVE 1. Provide and maintain laboratories for those courses with a lab component.

INDICATOR a. Annual surveys of faculty and students show 70% satisfaction with laboratory facilities.

OBJECTIVE 2. Provide and staff learning skills centers to supplement classroom instruction and help students achieve specified learning outcomes.

INDICATOR a. A log of student usage kept each term shows use of learning skills centers increases at a rate of no less than the rate of change of the college enrollment.

GOAL B. Provide services which support the delivery of instruction by faculty.

OBJECTIVE 1. Provide faculty with sufficient access to, and assistance with, audiovisual equipment, materials, and duplicating services to permit them to enhance the learning environment for students in a satisfactory manner.

INDICATOR a. An annual faculty survey shows a 70% satisfaction with the quality of equipment, materials, and services.

INDICATOR b. An annual student survey shows 70% have found audiovisual materials helpful in achieving specified learning outcomes.

COMPUTER RESOURCES VIII.
(Strategic Goal 11)

GOAL A. Maintain a computer system that meets the requirements of the users.

OBJECTIVE 1. Maintain adequate computer operations schedule.

INDICATOR a. Computer usage changes at a rate not less than the rate of change of the number of computers.

OBJECTIVE 2. Maintain effective communication with user departments.

INDICATOR a. Annual survey of users shows 70% "A" and "B" rating of satisfaction.

GOAL B. Maintain application software systems that meet the requirements of the users.

OBJECTIVE 1. Determine user software needs.

INDICATOR a. User requests are evaluated and action taken within one year of request.

INDICATOR b. User satisfaction is surveyed annually (70% "A" and "B").

OBJECTIVE 2. Establish a priority list from President's Council.

INDICATOR a. A user survey shows a 70% "A" and "B" satisfaction with priority order and accomplishments.

OBJECTIVE 3. Evaluate and use state-of-the-art technology where appropriate.

INDICATOR a. A user survey shows a 70% "A" and "B" satisfaction.

OBJECTIVE 4. Provide training and information as needed.

INDICATOR a. A user survey shows a 70% "A" and "B" satisfaction.

GOAL C. Maintain microcomputer systems that meet the requirements of the users.

OBJECTIVE 1. Evaluate microcomputer software and hardware available from vendors.

INDICATOR a. Standards set by Microcomputer Resource Committee are maintained.

OBJECTIVE 2. Provide first-line training for microcomputer software that is included on the list of college standard software.

INDICATOR a. A user survey shows a 70% "A" and "B" satisfaction.

OBJECTIVE 3. Provide first-line maintenance support and interface with vendors for maintenance.

INDICATOR a. All maintenance requests are addressed within one month.

OBJECTIVE 4. Direct the operations of the Administrative Microcomputer Lab.

INDICATOR a. A user survey shows a 70% "A" and "B" satisfaction.

GOAL D. Maintain telephone communication systems that meet the requirements of the users.

OBJECTIVE 1. Evaluate and use state-of-the-art technology where appropriate.

INDICATOR a. The recommendations of the Peat Marwick Telecommunications Technology Plan for PJC (March 1990) are followed.

OBJECTIVE 2. Provide first-line maintenance support and interface with maintenance vendors.

INDICATOR a. Maintenance requests are addressed within one month.

OBJECTIVE 3. Provide an accurate telephone directory.

INDICATOR a. The current telephone directory is 90% correct.

OBJECTIVE 4. Maintain appropriate number, type, and location of instruments for user needs.

INDICATOR a. A user survey shows a 70% "A" and "B" satisfaction.

OBJECTIVE 5. Coordinate training.

INDICATOR a. Training sessions for use of new equipment and technology are within one month of installation.

ORGANIZATION AND ADMINISTRATION IX.
(Strategic Goals 5, 6, 7)

GOAL A. Combine and effectively allocate the various resources of the college in order to accomplish institutional goals.

OBJECTIVE 1. Provide organizational structure and administrative processes that are well defined, published, and made available to the college community.

INDICATOR a. The policies, procedures and organizational chart will be distributed to all offices of the College, to the Library, and to all Board Members. The documents are updated as changes occur. (Approved by President's Council 8-9-94.)

INDICATOR b. An organizational listing of all college personnel will be published annually in the College catalog. (Approved at President's Council 8-9-94.)

OBJECTIVE 2. Define and make known to the faculty and staff the duties of the chief executive officer and senior administrative officials.

INDICATOR a. Current job descriptions for all personnel, including the CEO and senior administrative officials, will be maintained on file in the Human Resources Office and will be available for review by faculty and staff. (Approved at President's Council 8-9-94.)

OBJECTIVE 3. Ensure that administrative officers possess credentials, experience, and/or demonstrate competence appropriate to their area of responsibility.

INDICATOR a. Each administrator is evaluated annually by his/her supervisor(s). All unsatisfactory items are corrected within one year.

OBJECTIVE 4. Maintain adequate communication essential for effective implementation of institutional policy.

INDICATOR a. Policy and Procedure Manuals will be maintained by all College officers and by the Library. (Approved at President's Council 8-9-94.)

INDICATOR b. An employee handbook will be distributed to all full-time employees. This handbook is a compilation of policy summaries. (Approved at President's Council 8-9-94.)

*OBJECTIVE 5.

*INDICATOR a.

GOAL B. Comply with state laws defining a governing board with overall legal responsibility for policy making and governance of the college.

OBJECTIVE 1. Ensure that the composition and functions of the College Board of Trustees comply with state laws and rules.

INDICATOR a. Minutes and other records are kept that document clearly all actions and proceedings of the Board are in compliance with state laws and rules.

INDICATOR b. An annual survey of Board members shows that all understand the state laws and rules.

INDICATOR c. All Board members will be provided copies of the Policy and Procedures Manual. (Approved at President's Council 8-9-94.)

OBJECTIVE 2. Ensure that the Board of Trustees has in place proper procedures to adequately inform them about the financial condition and stability of the college.

INDICATOR a. The Board members are surveyed to determine if they feel adequately informed about the financial condition and stability of the college (90% "A" and "B" rating).

FINANCIAL RESOURCES X.
(Strategic Goal 2)

GOAL A. Use resources efficiently to support the institution and its educational programs and to provide sufficient control for effective operations.

OBJECTIVE 1. Centralize business and financial functions under the chief business officer who reports to the chief executive officer.

INDICATOR a. A survey of faculty and staff indicates PJC's organizational structure is effective (70% "A" and "B" response).

OBJECTIVE 2. Ensure budget preparation is an extension of educational planning and appropriately includes input from the academic areas as well as other areas of administration.

INDICATOR a. A survey of department heads indicates appropriate input and involvement (70% "A" and "B" response).

OBJECTIVE 3. Establish and maintain an accounting system that will ensure compliance with generally accepted accounting principles and will facilitate reporting requirements and the audit process.

INDICATOR a. PJC's chart of accounts complies with the requirements of the *State Accounting Manual.*

GOAL B. Maximize the use of available financial resources.

OBJECTIVE 1. Invest excess funds in appropriate instruments with competitive rates of return.

INDICATOR a. Rates earned are not less than competitive market rates in equivalent risk-level investments.

OBJECTIVE 2. Establish and collect appropriate fees, fines and penalties.

INDICATOR a. PJC's charges for items other than registration fees are no less than the average of other selected community colleges.

OBJECTIVE 3. Respond, in a timely manner, to take appropriate corrective action in response to any adverse findings of the State Auditors as presented in each annual audit.

INDICATOR a. Verify that the adverse finding(s) is not repeated in a subsequent fiscal year, unless a multiple year audit is conducted or overlapping years audits do not provide sufficient time to respond.

(Total Revision 1996.)

PHYSICAL RESOURCES XI.
(Strategic Goal 7)

GOAL A. Provide physical resources (buildings and equipment) that meet the educational needs of the institution.

OBJECTIVE 1. Construct new facilities, renovate, remodel existing facilities (including built-in equipment) as needed and as funds are allocated according to the PJC five-year facilities plan and the Capital Improvement Plan as approved by the Division of Community Colleges.

INDICATOR a. A survey of affected college personnel within one year of project completion shows a 90% "A" and "B" response to questions pertaining to construction, renovation, and remodeling. (Revised at CASA 11-7-95.)

*GOAL B.

*OBJECTIVE 1.

*INDICATOR a.

GOAL C. Provide for the short and long-range maintenance of institutional equipment, buildings, grounds, and utilities.

OBJECTIVE 1. Provide and maintain reliable equipment to support transportation and maintenance needs.

INDICATOR a. Transportation equipment has an average age of no more than seven years and each vehicle less than 100,000 miles. (Revised at CASA 11-7-95.)

OBJECTIVE 2. Maintain an active maintenance program on all dynamic equipment, facilities and utilities. (Revised at CASA 11-7-95.)

INDICATOR a. The degree of customer satisfaction with maintenance services is determined annually through administration of a survey (70% "A" and "B" responses).

OBJECTIVE 3. Use minimal energy resources.

INDICATOR a. Total energy consumption is less than 64,500 btu/sf/yr. (Revised at CASA 11-7-95.)

GOAL D. Provide a healthful, safe and secure environment for all members of the college community.

OBJECTIVE 1. Correct deficiencies as noted by safety inspections and other reports in a timely and effective manner.

INDICATOR a. Track number of uncorrected deficiencies listed in the annual 6A-2 Safety Report and achieve less than one discrepancy per building. (Approved by President's Council 8-9-94.)

GOAL E. Initiate, maintain and update planning documents for the orderly physical development of the institution.

OBJECTIVE 1. Monitor and/or update individual campus master plans.

INDICATOR a. A survey every five years shows a 70% awareness and approval of the campus master plans (70% "A" and "B").

GRANTS XII.
(Strategic Goal 2)

GOAL A. Seek externally funded grants and contracts to assist the college with programs and projects which are consistent with the institution's mission, goals, and objectives.

OBJECTIVE 1. The Resource Development Office will work cooperatively with college personnel to identify and to pursue funding sources for various programs and projects. Consideration will be given for submission of proposed grants using established criteria.

INDICATOR a. A survey is made of appropriate administrators and faculty with a 70% "A" and "B" rating.

OBJECTIVE 2. The Vocational Dean's office will work cooperatively with appropriate college personnel to assist in obtaining state vocational grant funding. Consideration will be given for submission of proposed grants using established criteria.

INDICATOR a. A survey is made of appropriate administrators and faculty with a 70% "A" and "B" rating.

*OBJECTIVE 3. (Deleted by CASA, 10-18-94).

*INDICATOR a. (Deleted by CASA, 10-18-94).

GOAL B. Manage grants to ensure that the goals and objectives are accomplished and are relevant to the institution's mission, goals and objectives. (Approved at CASA 7-19-94.)

OBJECTIVE 1. Grant managers shall conduct formative and summative evaluations that provide measurable progress and resultant charges to grant activities related to each grant objective. (Approved by CASA 7-19-94.)

INDICATOR a. Grant managers will prepare and submit periodic progress reports and an annual performance report of activities conducted and evaluation results with relationship statements to the institution's mission, goals and objectives. (Approved at CASA 7-15-94.)

OBJECTIVE 2. Grant managers will insure compliance with the intent regulations and the process and expenditures of grant funds.

INDICATOR a. Institutional, site, and federal audits will result in no audit exceptions for grant funded programs. (Approved at CASA 7-15-94.)

INSTRUCTION XIII.
(Strategic Goals 1, 3, 7)

GOAL A. Provide an effective program of instruction consistent with college goals by using a variety of appropriate methods and techniques.

OBJECTIVE 1. Ensure that instructional methods are appropriate for course goals and the capabilities of students enrolled in the course.

INDICATOR a. As a part of the annual department head evaluation of faculty, methods of instruction will be reviewed and discussed.

INDICATOR b. When appropriate, 100% of students without SAT or ACT scores shall be administered the MAPS test for placement.

INDICATOR c. An annual review of selected district-wide student records shall indicate proper course sequencing through the use of prerequisites and corequisites.

OBJECTIVE 2. Ensure that students and instructors have a clear understanding of the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed in the course.

INDICATOR a. Each department shall maintain current course syllabi or outlines which include clear goal statements and methods of evaluation to be used.

INDICATOR b. Each student shall receive a copy of a course syllabus or outline for each course taken.

OBJECTIVE 3. Encourage, support, and evaluate experimentation with methods designed to improve instruction.

INDICATOR a. The college shall annually review final grant reports for the purpose of setting future goals.

OBJECTIVE 4. Provide a learning environment which encourages scholarly and creative achievement.

INDICATOR a. Surveys of students indicate that honors courses and program-related clubs are available in their areas of interest.

INDICATOR b. Students indicate through surveys that seminars, independent studies, and internship programs are available in their areas of interest.

INDICATOR c. Surveys of students indicate that competitions and awards are available in their area of interest.

OBJECTIVE 5. Ensure that courses with non-traditional formats include the opportunity to acquire comparable levels of knowledge and competencies as required in more traditional formats.

INDICATOR a. Annual reviews by appropriate college committees indicate that course content and methods of assessment in courses with non-traditional formats are equivalent to those used in courses with more traditional formats.

INDICATOR b. Annual reports show that the performance and placement of students in classes with non-traditional formats are equivalent to those in classes with more traditional formats.

OBJECTIVE 6. Maintain college control and supervision over credit-based courses offered in affiliation with outside agencies.

INDICATOR a. For all credit-based courses offered in affiliation with outside agencies, the college will have written agreements recognizing the college's right of control, supervision, and awarding of credit.

INDICATOR b. The awarding of credit in courses offered in affiliation with outside agencies will be based upon instructors' evaluations of student performance.

OBJECTIVE 7. Ensure that professional and occupational preparation is effectively related to current practices in the field of specialization.

INDICATOR a. Periodic reviews by appropriate committees will show that credit programs designed to prepare students for a specialized profession or occupation reflect the curriculum guidelines established by the State Department of Education and by national professional/occupational organizations where applicable.

INDICATOR b. The advisory committee of each credit program shall keep the college informed through annual reports of changes and trends in its respective professional or occupational area.

INDICATOR c. Where the college has determined the need, specialized occupational and professional programs are accredited by the appropriate organizations.

GOAL B. Provide effective means for evaluating student performance in courses and programs.

OBJECTIVE 1. Utilize a variety of appropriate techniques for evaluating student performance in courses and programs.

INDICATOR a. Students will be provided a course overview sheet with the course syllabus at the beginning of each term outlining those methods used to evaluate students' performances.

INDICATOR b. Instructors will score 70% of "A" and "B" responses on or above Question #2 of the Student Evaluation Form concerning the appropriateness of evaluation methods. (Modified at CASA 11-15-94) [To be used by all academic departments in 1995-1996].

INDICATOR c. The percentage of CLAST completions shall be no less than the average for the state's community colleges.

OBJECTIVE 2. Ensure that methods of evaluation clearly discern levels of student performance and reflect a concern for quality.

INDICATOR a. Students will be provided a course overview sheet with the course syllabus at the beginning of each term outlining the basis for grade assignment.

INDICATOR b. Instructors will score 70% of "A" and "B" responses or above on Question #5 of the Student Evaluation Form concerning the appropriateness of grading procedures. (Modified at CASA, 11-15-94) [To be used by all academic departments in 1995-1996].

INDICATOR c. As a part of the annual department head evaluation of faculty, patterns of grade distribution will be reviewed. [To be used by all academic departments in 1995-1996].

GOAL C. Provide a systematic evaluation of the effectiveness of the instructional program.

OBJECTIVE 1. Maintain an effective system for evaluating instructors.

INDICATOR a. Each full-time instructor will receive a written evaluation by his/her immediate supervisor annually. [To be used by all academic departments in 1995-1996].

INDICATOR b. Students will evaluate full and part-time instructors annually. [To be used by all academic departments in 1995-1996].

INDICATOR c. The content and format of the district-wide student evaluation form will be reviewed periodically.

OBJECTIVE 2. Utilize a variety of techniques to evaluate program effectiveness through student success.

INDICATOR a. The percentage of A.A. and A.S. graduates as defined in the Community College Accountability Plan is no less than the state average.

INDICATOR b. At least 30% of the students enrolled in each of the A.S. and certificate vocational programs will graduate annually.

INDICATOR c. The job placement rate for graduates of each vocational program shall be at least 70%.

INDICATOR d. In programs having licensure examinations, the percentage of students passing shall be at least as high as the state/national average.

OBJECTIVE 3. Maintain a system of evaluating performance of graduates in upper division schools and in employment.

INDICATOR a. The mean cumulative GPA of PJC graduates attending Florida SUS is no less than the median of all 28 community colleges.

INDICATOR b. On the annual Employer Evaluations of PJC Programs, employers rate at least 70% of PJC's graduates as good or very good.

OBJECTIVE 4. Develop and maintain a systematic survey of former students regarding their opinions of instructional effectiveness and program preparation for occupations and/or further academic studies.

INDICATOR a. At least 80% of students surveyed annually will indicate satisfaction with instructional methods and effectiveness of preparation for related occupations and/or further academic studies.

INDICATOR b. Surveys will address whether a program is current and relevant in preparing students for related occupations and further studies in a specific field.

INSTITUTIONAL ADVANCEMENT XIV.
(Strategic Goal 2)

GOAL A. Operate an active alumni program.

OBJECTIVE 1. The College Alumni Office will reestablish and maintain contact with alumni.

INDICATOR a. Funding and staffing will be provided, budgets permitting, and an annual report on alumni affairs will be made to the president.

GOAL B. Have an organized and effective need-based publications program to inform public and internal constituencies and to market college courses, programs and activities.

OBJECTIVE 1. The Office of Institutional Advancement will continue to produce a variety of publications to inform internal audiences within a multi-campus environment and to inform the general public about the college.

INDICATOR a. An annual survey of publications users will be produced which indicates a satisfaction rate of good or excellent at the 70% level.

GOAL C. Provide an organized, professional, and continuing development activity on behalf of the institution and its students.

OBJECTIVE 1. The leadership of the Pensacola Junior College Foundation will seek to establish an office fully staffed with professionals appropriate to the operation of the Foundation within three to five years.

INDICATOR a. The Foundation will be staffed by an executive director, finance manager, annual giving coordinator, and sufficient clerical staff to manage the daily operation of the organization.

OBJECTIVE 2. The Foundation will continue to seek and receive a variety of funds and other resources for the college.

*INDICATOR a.

*INDICATOR b.

INDICATOR c. Grants from local foundations and corporate donors will provide a minimum of $5,000 per year for the purchase of equipment needed by the college.

OBJECTIVE 3. One or more endowed chairs will be established within three to five years.

INDICATOR a. A strategic plan will be developed for soliciting and managing an endowed chair program, incorporating input from faculty, administration, and Foundation leadership.

INDICATOR b. Gifts establishing endowed chairs will be matched through the Florida Academic Improvement Trust $4 to $6 matching funds program.

OBJECTIVE 4. The WSRE Foundation will continue to seek and receive a variety of funds for the support of the station and its programming.

INDICATOR a. Annual giving will increase at least 2% annually.

INSTITUTIONAL RESEARCH XV.
(Strategic Goal 7)

GOAL A. Develop and maintain a program of applied research designed to provide appropriate data and analysis of that data to the college, the community and state and federal agencies as required.

OBJECTIVE 1. Provide data and analysis on student performance, faculty characteristics and faculty workload to the college administration, the Board and other agencies as required.

INDICATOR a. A survey of users shows a 70% positive response to questions relating to timeliness, accuracy, clarity and usefulness of IR reports.

OBJECTIVE 2. Provide information and support formal reports to college administrators, the Board and other organizations and individuals as appropriate.

*INDICATOR a.

INDICATOR b. At designated intervals, a sample of users will be surveyed with 70% rating the service provided as meeting their needs within a reasonable period.

OBJECTIVE 3. Support strategic planning through the acquisition and dissemination of demographic, economic, educational, statistical and trend data.

INDICATOR a. One hundred percent of the goals of the College Strategic Plan will be integrated and cross-referenced into the Institutional Effectiveness process. (Approved at CASA 8-16-94.)

OBJECTIVE 4. Support the institutional effectiveness program by assisting all units of the college with appropriate data and analysis to determine if they are meeting their stated goals and objectives.

INDICATOR a. A process of IE assessment will be provided for the total college community. (4-18-94 CASA Revision.)

*OBJECTIVE 5.

*INDICATOR a.

*INDICATOR b.

STUDENT DEVELOPMENT SERVICES XVI.
(Strategic Goals 1, 9)

GOAL A. Provide a diverse student activities program that complements the educational programs of the college and contributes to the academic, social and personal development of the students.

OBJECTIVE 1. Offer to students a wide variety of cultural, educational, social and recreational activities, programs and organizations to students each semester.

INDICATOR a. A review of evaluations from events shows 90% of the students in attendance are satisfied with programs.

OBJECTIVE 2. Provide opportunities for students to participate in institutional decision making.

INDICATOR a. All standing college committees dealing with student issues will have student membership.

INDICATOR b. A review of the committee documents of each of the three divisions of Student Activities demonstrates student involvement in budgetary decision making, including expenditure of capital outlay funds.

OBJECTIVE 3. Monitor the activities of the Student Activities Boards, student organizations and student publications of the college.

INDICATOR a. An advisor is assigned to each activity.

INDICATOR b. A survey of members indicates sufficient monitoring by advisors at meetings and activities; members report 70% good or excellent responses.

GOAL B. Develop and implement a comprehensive student rights and responsibilities procedure to govern student behavior.

OBJECTIVE 1. A concise statement of student rights and responsibilities and jurisdiction of judicial bodies, and all disciplinary and due process procedures, are published and distributed to the campus community.

INDICATOR a. The student catalog will be reviewed annually to ensure inclusion of student rights and responsibilities statements.

INDICATOR b. A survey shows that 80% of students sampled know where to locate the procedures which define their rights and responsibilities.

GOAL C. Develop and implement an effective comprehensive academic advisement, counseling, and career development program for all students.

OBJECTIVE 1. Develop a comprehensive student data base for academic advisement, counseling, and career development.

INDICATOR a. A sample survey taken indicates that 80% of all students have complete, updated information files.

INDICATOR b. A term-by-term random review of current student records shows 90% compliance with admission policy of the college.

OBJECTIVE 2. Review and update the college catalog, class schedule booklet, and various other documents annually to ensure clear, accurate information about institutional requirements.

INDICATOR a. An annual survey of the student body shows 80% of the population is aware of college documents; i.e., college catalog, class schedule booklet, etc.

INDICATOR b. An annual survey of the student body shows 80% of the population is aware of college deadlines, procedures, and policies.

OBJECTIVE 3. Provide students with counselors and academic advisors who have expertise in matching students' background, interest and skills with the appropriate program.

INDICATOR a. One hundred percent of counselors and trained professionals hold advanced degrees and continue updating professional training.

INDICATOR b. One hundred percent of counselors and trained professionals receive periodic professional development.

INDICATOR c. A survey of students attending the advising sessions shows a 75% satisfaction rate of information received.

OBJECTIVE 4. Provide students with individualized counseling and/or advising from in-field professionals.

INDICATOR a. Fifty percent of students with declared majors/programs receive academic advising from a faculty expert in that area.

INDICATOR b. Fifteen percent of full-time teaching faculty serve as academic advisors to an assigned number of students each year.

INDICATOR c. One hundred percent of all students are advised by a trained faculty advisor or counselor before registration for any degree program offered by the college.

OBJECTIVE 5. Maintain an effective career development program which includes career information, career counseling, testing services, and follow-up activities to be used by students.

INDICATOR a. A random sample survey of graduating students reveals that 25% requested and received career counseling.

INDICATOR b. A random sample survey of graduating students reveals that 25% were placed in programs based upon career counseling, testing, or career exploration.

OBJECTIVE 6. Maintain an effective personal needs counseling program, which includes referral services.

INDICATOR a. One hundred percent of counselors and trained professionals have received specialized training to identify students in need of crisis counseling.

GOAL D. Provide a safe and orderly environment which is not oppressive, but is conducive to teaching and learning, and protects all members of the college community's health, safety, and civil rights.

OBJECTIVE 1. Provide an environment that is drug free.

INDICATOR a. An annual survey of faculty, staff, and students shows no more than 10% reporting first-hand knowledge of possession/use/sale of drugs on or within 300 feet of the campus.

INDICATOR b. An annual survey of faculty, staff, and students shows at least 70% rate the visibility of police on campus as high or very high.

INDICATOR c. Policy will address how the College deals with employees and students suspected of being under the influence of a drug while on campus. (Approved at CASA 4-18-94.)

OBJECTIVE 2. Minimize the number of accidents that occur on school property.

INDICATOR a. Regularly scheduled mandatory classes dealing with safety issues will be presented to all college employees and to students in classes when safety is a particular issue. As a result of these classes, personal injury on campus will decrease by at least 5%. Safety issues and plans will be written to address specific safety issues and the responsibility of the employees. (Approved at CASA 4-18-94.)

INDICATOR b. The Safety Committee reviews all state and local inspection reports to ensure that violations are addressed by the appropriate college personnel.

OBJECTIVE 3. Provide the highest degree of security possible for all members of the college community.

INDICATOR a. One hundred percent of Public Safety officers will be trained, equipped, and supervised state certified police officers.

INDICATOR b. The number of sworn police officers and security officers employed by the college meets or exceeds the guidelines recommended by the Florida Association of Campus Safety and Security Administrators (FACSSA).

INDICATOR c. An annual survey will indicate that 80% of students and other members of the college community are aware of procedures for reporting crime and techniques of crime prevention. (Approved at CASA 4-18-94.)

INDICATOR d. Automobile break-ins and parking violations will be reduced by at least 40% due to the high visibility of student patrols in the parking lots. (Approved at CASA 4-18-94.)

GOAL E. Maintain an effective management system which will ensure integrity, confidentiality, and security of student records.

OBJECTIVE 1. Student records accurately reflect the best available information about each student.

INDICATOR a. One hundred percent initial applications and record changes will be processed within two days of receipt.

INDICATOR b. A random sample of students will be interviewed to determine accuracy of their records; 100% of the sample will be accurate.

OBJECTIVE 2. Student records are kept confidential in accordance with legal requirements.

INDICATOR a. An annual survey of faculty and staff shows none reporting first-hand knowledge of the release of records or information other than to the student, the student's parent or legal guardian (underage student), or the court system.

INDICATOR b. An annual survey of faculty and staff shows 100% reporting very familiar or familiar with legal requirements for release of student records.

OBJECTIVE 3. All student records have backup such as computer, hard copy or microfilm.

INDICATOR a. Active records are filed in a fireproof vault; backup records are computerized.

INDICATOR b. Inactive records are microfilmed and duplicated for protection.

INDICATOR c. All record transfers from active to inactive status follow state guidelines.

GOAL F. Offer a diverse intramural program that provides activities for all interested students.

OBJECTIVE 1. Develop a schedule which provides optimum participation for each event.

INDICATOR a. An annual survey of students shows a 70% satisfaction with the program.

INDICATOR b. The rate of change of student participation for the program and for each sport is no less than the rate of change of PJC enrollment.

INDICATOR c. The rate of change of female participation is at least 10% higher than the rate of change of female student enrollment.

OBJECTIVE 2. Provide qualified and competent personnel.

INDICATOR a. One hundred percent of activities assistants, excluding office personnel, are trained in first aid and CPR by the end of each semester.

INDICATOR b. One hundred percent of officials are trained as sports officials by the end of each semester.

INDICATOR c. One hundred percent of assistants attend training sessions by the end of each semester.

GOAL G. Develop and implement an effective program of financial aid, consistent with its purpose and reflecting the needs of students.

OBJECTIVE 1. Provide appropriate, accurate, and timely information and service to students seeking financial aid.

INDICATOR a. Seventy percent of students surveyed rate financial aid publications and documents as excellent or good.

INDICATOR b. The number of students applying for federal aid (Title IV and VA) each academic year will reflect at least a 5% increase when compared to the number of students who applied the previous year, until at least 70% of the potentially eligible students annually apply for federal aid. The base year will be the 1990-1991 academic year. (4-18-94 CASA Revision.)

INDICATOR c. One hundred percent of financial aid publications and documents are reviewed and updated annually.

OBJECTIVE 2. Continue to provide educational training for financial aid staff regarding the eligibility criteria of the various student aid programs, human relations and communications skills.

INDICATOR a. A survey of financial aid staff indicates 70% are very satisfied with the education and training on eligibility criteria, human relations, and communication skills.

OBJECTIVE 3. Maintain an internal audit and review process which complies with federal, state, and institutional requirements.

INDICATOR a. Less than one-tenth percent (.001) of all federal and state aid administered in an academic year is required to be repaid as a result of punitive federal or state audit funds.

GOAL H. Provide equal opportunity for academic success, physical and emotional well-being, and social development of the student athlete based on the institutional goals developed by the administration and faculty.

OBJECTIVE 1. Provide support services to enhance graduation rates and academic success for all student athletes.

INDICATOR a. Seventy percent of student athletes transfer to a university or graduate from PJC.

OBJECTIVE 2. Provide equal opportunity for the men and women in the athletic program.

INDICATOR a. An annual survey of student athletes of comparable sports shows a 70% response of "always" or "often" to each part of the question, "Do men's and women's programs have equal opportunities for participation, athletic scholarships, scheduling, transportation, equipment, qualified coaches and facilities?"

INDICATOR b. The athletic programs comply with all NJCAA and FCCAA rules and regulations.

OBJECTIVE 3. Provide an opportunity for the student/athlete to develop socially.

INDICATOR a. An annual survey of student athletes shows at least 90% participate in one or more campus activities and community activities (any activity).

GOAL I. Develop and maintain an effective program of health services and education that meets student, faculty, and staff needs.

OBJECTIVE 1. Maintain a clinic, under the supervision of a registered nurse, to assist students, faculty and staff in the event of accident, injury or illness.

INDICATOR a. Random samples of students, faculty and staff will be surveyed to determine satisfaction with clinic services; at least 70% of the students, faculty and staff will indicate that they are satisfied or very satisfied with the services.

OBJECTIVE 2. Provide educational materials and information to students, faculty and staff on all campuses.

INDICATOR a. At least 70% of the students who request materials or information will indicate that they were satisfied with the services provided.

*Item previously deleted 11-7-95.

GOAL J. Offer placement services which lend to successful employment and offer career information services to successfully make an informed career choice. (Approved by CASA 11-7-95.)

OBJECTIVE 1. Provide district-wide services to include job placement, cooperative education, follow-up, career information and career interest testing to students, graduates and employers. (Approved by CASA 11-7-95.)

INDICATOR a. All A.S. and Certificate programs will exhibit at least a 70% job placement level. (Approved by CASA 11-7-95.)

GOAL K. Provide organized and readily accessible resources and assistive devices needed to meet institutional, instructional, and individual needs of Pensacola Junior College faculty and disabled students as recommended by Americans with Disability Act 1990 (ADA) and Section 504 of the Rehabilitation Act 1973. (Approved by CASA 11-7-95.)

OBJECTIVE 1. Ensure that the number and quality of assistive devices and resources meet the needs of the disabled population. (Approved by CASA 11-7-95.)

INDICATOR a. Yearly survey review of the students with special needs responding positive or negative in regard to their needs being satisfactorily met by the department. (Approved by CASA 11-7-95.)